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ABSTRACT

This paper presents a case study of distance education and professional development in Bermuda, British West Indies. In 1996, the Division of Graduate and Continuing Education at Fitchburg State College (FSC), Massachusetts, entered into a program to provide a Master's of Education program to Bermuda's teachers. The Bermudian Ministry of Education had placed new requirements upon its teachers to upgrade their education in order to remain in their positions, but Bermuda had neither Bachelor's nor Master's level educational institutions. FSC developed an international distance learning program combining new computer technology and traditional classroom instruction. The program offers most courses over a computer network at a time and place convenient to students. Faculty members travel to Bermuda to instruct four of the program's courses. Two collaborative relationships have helped the program. With Academic Paradigms Online, an independent organization that facilitates online education and that first approved the program, there is a successful partnership that has embarked on additional graduate degree programs in Bermuda and other locations. A collaboration with Bermuda College, a post-diploma institution, involves exchange of faculty, presentations of professional development workshops, and a site in Bermuda for meetings and student services. The program will work with the Ministry of Education to delivery professional development programs for teachers and administrators. An appendix provides week-by-week details of one of the online courses. (Author/SM)

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ED 417 140

Association for Teacher Educators
Annual Conference
Dallas, Texas.

February 1998

Professional Development for Bermudian Educators

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Association for Teacher Educators
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Professional Development for Bermudian Educators

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Abstract

Title: Professional Development for Bermudian Educators

In the Summer of 1996, the Division of Graduate and Continuing Education at Fitchburg State College was approached by an independent distance learning facilitation organization about providing a graduate program in Education for teachers in the island nation of Bermuda. Bermuda has neither bachelor's nor master's level educational institutions; historically, natives have traveled to the United States, Canada or Great Britain for their undergraduate degrees and then returned to Bermuda. In 1996, the Bermudian Ministry of Education placed new requirements upon its teachers to upgrade their education in order to remain in their positions. In accepting this challenge, Fitchburg State College has developed a unique international distance learning program that combines the best elements of new computer technology and traditional classroom instruction. The Master of Education program that has been developed for Bermuda combines a majority of courses that are delivered to students so they may be accessed at a time and place of the student's convenience. In addition, our faculty have traveled to Bermuda to instruct four of the program's courses, thus insuring that the program's participants have the opportunity to have direct human contact with our institution and that our faculty come to know and recognize the students. we have fashioned computer networked courses that are of graduate sophistication and quality and that are adaptive to the needs of the culture and the individual. In the process, we have developed two important collaborative relationships. With Academic Paradigms Online, the organization that first approved us, we have evolved a successful partnership that has embarked on additional graduate degree programs in Bermuda and other cities. We have formed a collaboration with Bermuda College, a post-diploma institution, that involves an exchange of faculty and our presentation of professional development workshops. We will be working with the Ministry of Education, Department of Professional Development to deliver Professional Development Programs for teachers and administrators. We have accomplished this with very limited fiscal investment. Our world today is a place where communication and commerce are becoming increasingly international and intercultural. Through this process, we have learned to effectively enter into this exchange in a manner that benefits ourselves as well as our new constituents.

The advent of the Internet has changed the manner in which education takes place. Already, students are using the Web from the convenience of their dorms or homes to conduct research that, only a few years ago, would have sent them to a campus library. This is only one way in which the education process is undergoing change as a result of computer network technology. Increasingly, students are being presented with the option of distance education, via the Internet, to conduct their college education. For some, particularly nontraditional students, those who either start or return to their education at a later point in their lives, education over computer network represents an important opportunity.

Vice President Al Gore, in his remarks to the Lifelong Learning Conference, in November of 1997, stated, "...the success of virtually all Americans in the new economy depends on their ability to gain new knowledge and learn new skills." The fact is that the realities of contemporary economics require individuals to continually upgrade their education. Kenneth C. Green indicates the impact that this economic shift will have on colleges and universities in the next few years. "(T)he nontraditional college student cohort is increasing under shifts in the labor market and in society generally. (F)ive of every eleven college students attending US colleges and universities will be age 25+; by (1998), the number of students age 35+ will exceed those between age 18 and 19. Taken together, these ... customer cadres could push enrollment in two- and four-year colleges from today's 15 million toward 20 million by 2010" (3).

While the Vice President's and Green's comments were made in reference to the US educational environment, the truth is that this need for ongoing education is an international phenomenon. In virtually every industrial nation, the work force will require ongoing professional development in order to remain competitive. In many of these nations, the higher education systems are less equipped than that of the United States to accommodate these needs.

One solution to this need, as suggested above, is the use of distance education to provide for the educational needs of nontraditional students. Such students, both more mature and less able to access traditional classroom education, are particularly suited to online education.

The purpose of this paper is to present a case study of distance education/professional development in an international setting. In 1996, Fitchburg State College in Massachusetts entered into a program to provide a master of education program to teachers in the island nation of Bermuda. Over the last two years we have experienced many of the challenges, frustrations and benefits of conducting graduate education from a distance. In this paper we intend to discuss the nature of this experience, the kinds of challenges we have faced and the methods we have used to address these challenges.

Background

The Distance Learning Center at Fitchburg State College was not yet a year in place when we were approached by Academic Paradigms Online (APO), an independent, for-profit organization that facilitates online education for students and higher education institutions. They had already begun the development of an undergraduate online program in Bermuda when they became aware of a need there for a graduate program for educators. Earlier that year the Ministry of Education in Bermuda had instituted a requirement for all of the island's several hundred educators to upgrade their education levels (from an associate's degree to a bachelor's or from a bachelor's degree to a master's) within a five-year period.

Bermuda has only one domestic higher education institution, Bermuda College, which provides education to the associate level only. Traditionally, Bermudians have left their home nation, most often traveling to Great Britain, Canada or the United States, for their undergraduate education. However, for established teachers, all of whom were already employed and many of whom had families, leaving Bermuda for a two or three-year period was simply not a practical option. An answer to their dilemma could be a distance learning program. Given Fitchburg State's commitment to developing a distance learning program, our decision to concentrate on online computer programs for the Distance Learning Center and the college's established involvement in international education, a decision was made to enter into an agreement with APO to provide a master of education program in Bermuda.

Program Format

Like Hoffman (1990), we believed that the typical terms "school and classroom" may be obsolete at the turn of the century. We will have learning communities where teachers, students, administrators and parents come together as a community to learn and share. Technology will play a significant role in the development of such educational reform communities. Technology is the powerful vehicle for changing schools and improving communication and transmission of knowledge.

Therefore, one of the first issues we addressed in developing this graduate program was the technology format. Because of our limited exposure to on-line education, we were cautious of this new technology. Our long distance education reviews demonstrated that some on-line courses included many passive, simple information transfer from student-teacher (Picciano, 1994). We were not comfortable with developing a graduate teacher education program that relied solely on computer networks for student - faculty interaction. While we understood that our potential students had neither the time nor the financial ability to travel to our campus for course work, little research had been completed on the education impact of distance learning in graduate education. We ignored the Office of Technology Assessment (1989) report, Linking for Learning: A New Course for Education, that distance learning appears to be as effective as on-site, face-to-face instruction in the classroom. We imposed periodic on-site courses taught by Fitchburg State College faculty. We could now comfortably guarantee active learning and teaching where faculty participate, facilitate, collaboratively learn and share knowledge

and power with reflective students.

The nature of such a program relies heavily on inter-person exchange and classroom demonstration for us to be sanguine about placing complete reliance on the computer communication. On the other hand, we knew that computer education can be used to transmit considerable information, that it can support sophisticated and detailed exchange between faculty and students and among students. Our efforts in on-line computer courses sought to promote open-ended problems with multiple routes and multiple solutions. Our program of on-line and on-site courses would serve the particular needs these students had to maintain professional and personal commitments while conducting quality graduate education.

Our solution was to establish a two-tiered approach to the program's coursework. The majority of the courses, those least dependent on a high degree of direct, interpersonal exchange, would be presented via computer network. The remaining courses (four in all) would be taught by Fitchburg faculty during intensive periods on-site in Bermuda.

This scheme allowed us to have the best of both worlds. By having faculty in Bermuda, not only would the program's students have the opportunity to meet and get to know on a first-hand basis some of the faculty in the program, our faculty would have the opportunity to both meet and directly evaluate the program's students as well as to assess the particular needs of the Bermuda education system. We decided that we would offer these intensives during two periods: first, early in the program, during the mid-winter holiday break (in late December and early January) and later, about mid-way through the program, during the summer break. The actual course selection for the program, discussed more fully below, was developed on a provisional basis until after the first visitation, so that the visiting faculty would be able to conduct a needs assessment that would allow for a final review of the curriculum before final and formal development.

The online courses were created using LotusNotes software. This particular software package not only provides for a hypertextual presentation of course information, it also supports "threaded discussion," a mechanism that allows students and faculty to interact in a manner that simulates classroom interaction. FSC faculty developed the online text for the course in a word processed format. The intention with this development was to provide the student with the same information that the instructor would, in a traditional setting, provide in the classroom. (There was no intention to use this as an alternative or replacement of a textbook. The online courses require the same textbooks that are used by our graduate students on campus.)

The material was then developed into a hypertext format through a collaboration of the faculty course developer and a representative from APO, who actually placed the text into the LotusNotes format. Through the use of hypertext, the material could be presented in a manner that gives the student choice in their approach to the online text, allowing them to access it in a manner most consistent with their own learning style. (A student could, if she chose, access the material in a fairly linear "A-to-Z" fashion, as initially created by the

course developer, or she could choose to follow her own lines of interest to pull down the information, which would, eventually, reside on the hard drive of their own computers.) Further, by embedding the online text into a series of hot links, the student is never faced with one, seemingly interminable scroll. Rather, most of the text appears in chunks that rarely take up more than one screen. This both keeps the student an active participant in moving from one piece of text to another and allows the instructor the opportunity to present information in such a fashion as to encourage the student's thinking and involvement.

The following is an example of some of the online text from our course in Research in Education:

Let me give you an example. The following is an articulation of the syllogism from classic Greece.

Major Premise	**Minor Premise**	**Conclusion**
(All humans are mortal)	(Socrates is human)	(Therefore, Socrates is mortal.)

Because we know something about the nature of humans--that they are mortal--and we know that our particular example, Socrates, is a human, we necessarily know something about Socrates--that he is mortal. This is deductive reasoning.

The example we used earlier about Italian food is actually a syllogism. It could be expressed in this fashion:

Major Premise	**Minor Premise**	**Conclusion**
(Italian restaurants serve pasta with tomato sauce.)	(Guiseppe's is an Italian restaurant.)	(Therefore, Guiseppe's serves pasta with tomato sauce.)

Each of the elements of the syllogism in the discussion has imbedded through a hypertextual connection the appropriate language for such logical presentation. Thus, the first major premise presents, when manipulated by the student, the following statement: "All humans are mortal." The student has the opportunity to imagine what must follow, assuming deductive logic, before clicking to reveal the minor premise and the conclusion.

The courses we have developed online require students to respond to a series of questions related to the current course material, much as an instructor in a classroom might ask questions of a class to encourage discussion. Each student is required to provide an answer to each question in a discussion area (which is very much like a computer bulletin board). This leads to a 100% level of participation in class discussion, which is rare in even the best of traditional classrooms. In addition, the student is required to return to the discussion area in the next day or so, both to read the instructor's response and, as is required in our online courses, to read all other student answers and respond, in turn, to at least two of these other answers. Thus, students are drawn into a "virtual" class discussion. It becomes possible for these discussions to become quite detailed and

sophisticated, with the potential for several "tiers" of communication with each student answer.

All of our online courses must be developed within the guidelines established by the college and based upon the recommendations of the New England Board of Higher Education.

Program Curriculum
Fitchburg faculty sought to create an appropriate graduate program that ensured a successful teaching-learning experience for Bermuda clients. The faculty had two prerequisites; the program should include essential, traditional prerequisites of graduate education and that the program model adult -learning theory.
The committee made decisions based on required visitation, discussion, and informal needs assessment with Bermuda teachers and administrators. The needs and values of the teachers of Bermuda, our understanding of emerging research on teaching, the current philosophies and the learning theories promoted by the Bermuda Ministry of Education were all curriculum adoption considerations. Armed with the information from this process, our current 36 sh M.Ed. online and on-site graduate program was created.

The required courses in the Masters Degree program are varied but almost always have the "hidden curriculum" of planned systemic change for promoting meaningful and inclusive learning for children in schools.

Learning to use the new technology tools for both faculty and students was a difficult first step. Changing one's instructional and learning practices to computer use is also a difficult task. A growing number of faculty and students struggled, but are eager to try again and believe it is well worth the effort. We have discovered that the online courses are realistic curricula using technology made simple. The on-line courses allows more flexibility, more opportunities to pursue own interests, to work independently, or work with peers, to think for yourself, and to communicate enthusiasm to others.

The program includes the following plan of study;

Program of Study
EDUC 6000 (online) 3 credits
Distance Learning with Computer Technology

EDUC 8600 (on site in Bermuda) 3 credits
Seminar in Child-Centered Issues

EDUC 7000 (on site in Bermuda) 3 credits
Survey of Special Education

EDUC 7400 (online) 3 credits
Contemporary Issues in Education

EDUC 8300 (online) 3 credits
Research In Education

EDUC 7500 (on site in Bermuda) 3 credits
Curriculum Design and Implementation

EDLM 9100 (on site in Bermuda) 3 credits
The Dynamics of Planned Change

EDUC 7300 (on line) 3 credits
Advanced Child Development

SPED 7650 (online) 3 credits
Inclusion of Students with Special Needs in Regular Education

EDUC 7160 (on line) 3 credits
Advanced Seminar in Literacy

EDLM 9500 (on line) 3 credits
Thesis

Elective 3 credits

Program Total: 36 S.H.

Cultural Characteristics

In entering into this Bermuda program, we made several assumptions concerning student behaviors that were, we were to learn, related to culture. Given our understanding that the potential students for this program were under a requirement to advance their graduate education, and given the experience we have had of students in our on campus graduate programs, we prepared a schedule of courses that would allow a student to complete the full M.Ed. program in less than two years. In order to accomplish this, the student would have to take each course in order and complete each course within the allotted time (eight weeks per course) in order to take the succeeding course. Our experience with on-campus students has been that a substantial majority follow a prescribed plan of study. It is probably an indication of our naivete concerning intercultural programs that we anticipated similar behavior among our Bermudian students.

However, we had more reason than simply our on-campus experience as a basis for our expectations. Representatives of APO, who serve as our agents with the students in Bermuda, had promoted the M.Ed. program and had been assured by nearly 100 students that they each intended to enter the program. Their manner suggested great enthusiasm about the program. Although we assumed that only a portion of that number would

actually enter the program, we were surprised that only about ten students were registered for our first on-site courses.

By altering our admission scheme, we now have about 30 students in the program at various stages of completion. Of this number, fewer than ten have taken each course in the plan. The numbers of students registering for any particular course varies considerably. On some occasions, over twenty students have registered for a course. This may be followed by only ten students registering for the next course in order. We experienced a significant lack of consistency in our students' registrations.

This has been an important issue for us, not only because we are concerned that our students be able to complete a program they begin with us, but also because we need a minimal level of registrations in order to maintain a program such as we are providing in Bermuda. Online courses have development costs. On-site courses involve travel and accommodations. Both involve faculty salaries. Without sufficient student participation, such a program must necessarily run at a loss. This concern becomes extended when taking into consideration our commitment to these students. While we have offered to provide them with the opportunity to complete a master of education program, we cannot run such a program indefinitely.

Policy Issues

We entered into the agreement to provide this program in Bermuda under the understanding that several hundred Bermudian teachers were under a governmental edict to advance their education to the master's level. When our first attempts at registering students had led to low returns, we investigated. Given the number of students we understood that needed the program, our courses should have been quickly filled. Instead, we ran our first on-site courses at a loss with only about ten students.

What we learned through our investigation was that a change of government had occurred from the time when APO had learned about the requirement by the Ministry of Education that teachers advance their education and when we began to offer our program and sought registrations. The new government dropped the educational advancement requirement.

This changed our situation considerably. Having invested in providing the Bermuda program, we were loath to relinquish it before it began. Further, several students had matriculated into the Fitchburg State program and had taken the first online course. We felt a commitment to providing them with the full program. Since dropping the Bermuda program was not an acceptable alternative, we sought means to face the challenges we had met.

Solutions

Faced with a situation in which our program might fail from insufficient student involvement, we debated how best to address our problems. While we started out attracting only about ten students, we still believed that our M.Ed. program served an important need for Bermuda's educators. They simply had no domestic opportunities for

advancing their education. Further, we felt a commitment to the students who had entered our program. If we chose to abandon the program, we would be failing to honor that commitment. This would reflect poorly not only on Fitchburg State College. It would effectively say something about US educators. In order to represent ourselves, as educators both from Fitchburg State College and from the US educational system, we needed to make this program work

We needed to increase enrollments in order to keep our program viable. In part, this problem was solved by our initial on-site courses. We had advertised our program extensively in Bermuda and were frankly surprised that we had such low enrollments. What we learned was that word-of-mouth is a far more effective communication device -- at least for our purposes -- than are the formal media. Even during our two-week visitation, our agents were receiving calls from students asking to enter the program, even asking to be allowed into the current on-site courses. While we could not accommodate those who wanted to enter the two initial on-site courses -- the students would already have missed too much of the classwork -- we were able to develop a more complete cohort of students to continue the program.

We also addressed these problems by establishing a relationship with the Ministry of Education. Even before our first on-site visitations, representatives of the college flew to Bermuda to conduct meetings with representatives of the Ministry. In this way, we were able to establish the credibility of our programs within Bermuda's educational hierarchy. Our representatives also met with educators within the school systems, both to assess their professional development needs and to promote our program on a person-to-person basis. We have continued this practice, and through this process have determined a need for a program in educational leadership and management. Since many of the courses that we already provide in the initial M.Ed. program also serve the leadership program, we will be able to increase enrollments in those courses that serve both programs. Through our relationship, we have been able to assist the ministry in establishing a domestic teacher certification policy, which is congruent with the program we provide, thus increasing the value of our program for Bermudian educators.

Another measure we have taken is to develop an open enrollment policy. Our initial intention was to operate the program on a cohort basis, enrolling a group of students at the beginning of the program sufficient to support its cost. Under this plan, students would only be able to enter the program at one point each year. As we experienced temporary drop outs from the program (no students have left the program completely, but several have dropped out of the planned schedule with the intention of returning at a later time) we have had to abandon this cohort model, allowing students to register at any point within the program of courses. This has helped to increase enrollments. However, it also means that, in order to give each student the opportunity to complete the program, we will need to run the program for a longer period.

Another step we have taken to provide support for our students is to establish a formal relationship with Bermuda College. Not only does our agreement with Bermuda College

establish a regular space on the island where students and our visiting faculty will meet, it also opens to our students important services: bookstore, library, online services. This also benefits us by giving Fitchburg State a discounted charge for classroom use.

Conclusion

It is still too early for us to determine how successful our Bermuda M.Ed. program will prove to be. With all the steps we have taken, we continue to experience problems with consistent and dependable enrollments. However, we have already experienced several important achievements. While most of our thirty or so Bermuda students have not completed each of the provided courses, a number have. We anticipate program completion for this smaller group before the end of this calendar year. Among all of our Bermuda students we have established an ongoing relationship that has allowed for important feedback concerning both our on-site and online courses.

We have also succeeded in completing a distance learning program that we can take to any number of domestic or international sites. All of our on-site courses have been developed and provided at least once. All but one of our online courses have been developed, and the last will be completed this spring. We have been able to use feedback from our students, and our observations of our students' behavior, in order to refine our program. We are in the process now of selecting sites for our next program exportation.

Through our experience, we have learned several important lessons.

- The importance of market research: By depending upon the information provided to us by our associates in this venture, APO, we were surprised by enrollment problems when we began to offer our program in Bermuda. While our relationship with APO has been positive and mutually beneficial, it is apparent to us that we would have been served well by taking the time and investing the resources and energy required for a careful and thorough market analysis. No matter how well a program has been developed and operates, it will not succeed in attracting students if there is not a clear and overt need for the program.

- The need to develop an understanding of the host country's cultural attitudes and practices concerning education: Bermuda is a nation that is in many ways like the United States. Our currency is as likely to be used there as is their own. We share a common language. Nonetheless, we were surprised in some of the ways that their behavior toward a graduate degree program differed from those students on our campus. As an example, while we certainly experience some dropouts of students from our programs, a substantial majority take the courses we provide in order and at the time we initially provide them. Thus we can be fairly certain that when we offer a course we will have sufficient enrollments to support that course. Our experience in Bermuda, as we have stated, has been much different. Our students there do not feel as compelled to "lock-step" with the program. A greater understanding of these differences would have been highly useful in developing a more effective program plan for Bermuda.

- The value of establishing a good working relationship with the policy-making hierarchy of the host country: By entering into a dialogue with the Ministry of Education, not only have we developed a better understanding of the educational needs of our students, we have received a kind of sanctioning of our program that has granted it a greater degree of credibility in our students' eyes. We also have a better sense of the formal requirements our students face.

- The importance of developing an effective relationship with a local institution of higher learning: Our agreement with Bermuda College has made our program more accessible to students, has made our visiting faculty's job easier and has led to potential new programs.

At the 18th International Council of Distance Education's World Conference in June of last year, it was made clear that the question of distance learning on an international basis is no longer one of whether such programs are likely to proliferate but, rather, one of "how to design more effective instruction/learning via technology" (7). While current technology makes such programs possible and attractive, the form of such programs must reflect the cultural, social and political realities of the host countries in order to be successful. Our experience in Bermuda has demonstrated to us the vital importance of structuring a distance learning program to reflect these realities. The success of such programs, we believe, will hinge on how well an exporting institution is able to understand and incorporate these elements into the structure of their programs.

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Appendix

BEST COPY AVAILABLE

Welcome

Created By: Ruth Joseph on 10/21/97 at 12:18 PM
Category: Start Here

WELCOME TO
"INCLUDING STUDENTS WITH SPECIAL NEEDS IN THE REGULAR CLASSROOM"
(SPED 7650 52)

Dear Students,

I would like to take this opportunity to introduce myself and provide you with a brief (so as not to put you to sleep) history of my involvement with inclusion in the classroom and teaching this course. Remember, I did say brief, so when you feel it has gone beyond brief, feel free to move on to the next document!

My Experience with Inclusion and This Course
by
Ruth Joseph, M.Ed.

I believe in inclusion with all my heart,
It's what should be right from the start.

As a teacher for 10 years, I really worked hard,
To include students with disabilities in music, art, lunch, and the school yard.

I piloted two programs in past years,
To include students with disabilities with their peers.

This course is a favorite of mine,
I've taught 10 times, but never on-line.

I look forward to this experience so new,
And also to working with all of you.

It's a chance for us to grow you see,
I'll learn with you, while you learn with me.

I have just one more thing to say,
Good luck, now you're on your way.

.....

Syllabus

Created By: Ruth Joseph on 10/21/97 at 12:45 PM
Category: Start Here

Including Students w/ Special Needs in the Regular Classroom
FSC
Fall 1997
Ruth M. Joseph, M.Ed.
SYLLABUS

COURSE CONTENT

This course is designed to provide educators the opportunity to develop a philosophy of inclusion based on current theory, practice, ideas, and beliefs. Through examination of "good" educational practices, personal biases and beliefs, and current teaching practices, students will begin to reassess the purpose of educational services and how and where these services are and should be delivered. Students will have the opportunity to compare and contrast inclusive practices in their country to those practiced in the US.

REQUIRED TEXT

* Stainback, S. & Stainback, W. (1992). *Curriculum considerations in inclusive classrooms.* Baltimore, MD: Paul H. Brookes.

* Supplementary readings will be required and provided.

COURSE LEARNING ACTIVITIES

As participants in this course, students will engage in the following activities:

1. reading material, reflecting on it, and discussing with fellow students,

2. reacting to and discussing with fellow students, various fields of thoughts on inclusive education,

3. comparing and contrasting current inclusive practices in their country and the US,

4. creating their own philosophy/beliefs of inclusion,

5. examining their personal biases as well as societies biases towards inclusion,

6. examining their beliefs about learners, learning, and education, and

7. making paradigm shifts in their approaches to teaching and education.

COURSE REQUIREMENTS

Students participating in this course will be expected to complete the following assignments:

1. Research and outline any government or civil regulations regarding educating individuals with disabilities in Bermuda. After reading IDEA (US federal law), 766 (Massachusetts state law), and 504 (US civil law) regulations regarding the education of individuals with disabilities, 1) discuss the similarities and differences (you can use chart form if preferred), 2) react to the differences (which do you think better advocate for the individual with disabilities), 3) are schools in Bermuda currently educating based on any government regulations (if there are any)? If so, describe the regulations and compare and contrast them to IDEA/766/504.
2. Observe a classroom in which individuals with disabilities are being educated. In detail discuss what you observe. Interview the classroom teacher, special education teacher, and two "typical" students in the classroom. Questions that you might consider asking are: How do you feel about having individuals with disabilities in the classroom?, Do you treat them differently?, If so, how and why?, What things do you differently in your teaching?, Does having individuals with disabilities in the classroom interfere in any way with your teaching/learning?, Have you learned anything from this experience?, If so, what have you learned? Please feel free to ask any other questions you feel are helpful or important. Please type up your interview. Reflect on what you observed in the classroom. Comment on it. Did what you hear in the interviews coincide with what you observed. Did what you hear reflect what you saw and vice versa?
3. Based on what have you have read, discussed, and observed, please write a paper on your philosophy of inclusion. Include in this paper how you feel individuals with disabilities should be educated, where they should be educated, and what teaching techniques, strategies, etc., you feel are necessary for individuals with disabilities to be successfully included in regular education classrooms. Please support your statements and ideas with literature. Please reference the literature according to APA (American Psychological Association) style.

4. Include a reference page only (list only sources referenced in the paper, not all those read).

Week #3

Created By: Ruth Joseph on 10/21/97 at 12:19 PM
Category: Miscellaneous

Readings:

Stainback & Stainback, Chapter 4

Chapter four discusses "traditional" curriculum and methods of delivering it. The authors include 5 reasons why this method of delivery is not acceptable to progressive general educators in the inclusive school movement. (p.69) In the following pages the authors mention a more holistic, constructivistic perspective on learning is gaining attention. They include strategies and implementation considerations that might be helpful when planning and delivering curriculum to meet the diverse needs of the students in the classroom.

1. Create a schemata (visual representation/model) of traditional delivery of curriculum and a holistic, constructivist perspective delivery of curriculum. Be creative. Attach it to the submission document in the link below.

2. What do you think some of the pros and cons of each are?

Week #3 Submission Document

To: _Inclusion_01@APO1
From: @ APO2
Date: 01/09/98 09:34:38 PM AST
Subject: Week #3 Submission Document

1. Create a schemata (visual representation/model) of traditional delivery of curriculum and a holistic, constructivist perspective delivery of curriculum. Be creative. .

*** Click here to insert your cursor. Now click the paperclip tool in the toolbar to attach your Schemata.**

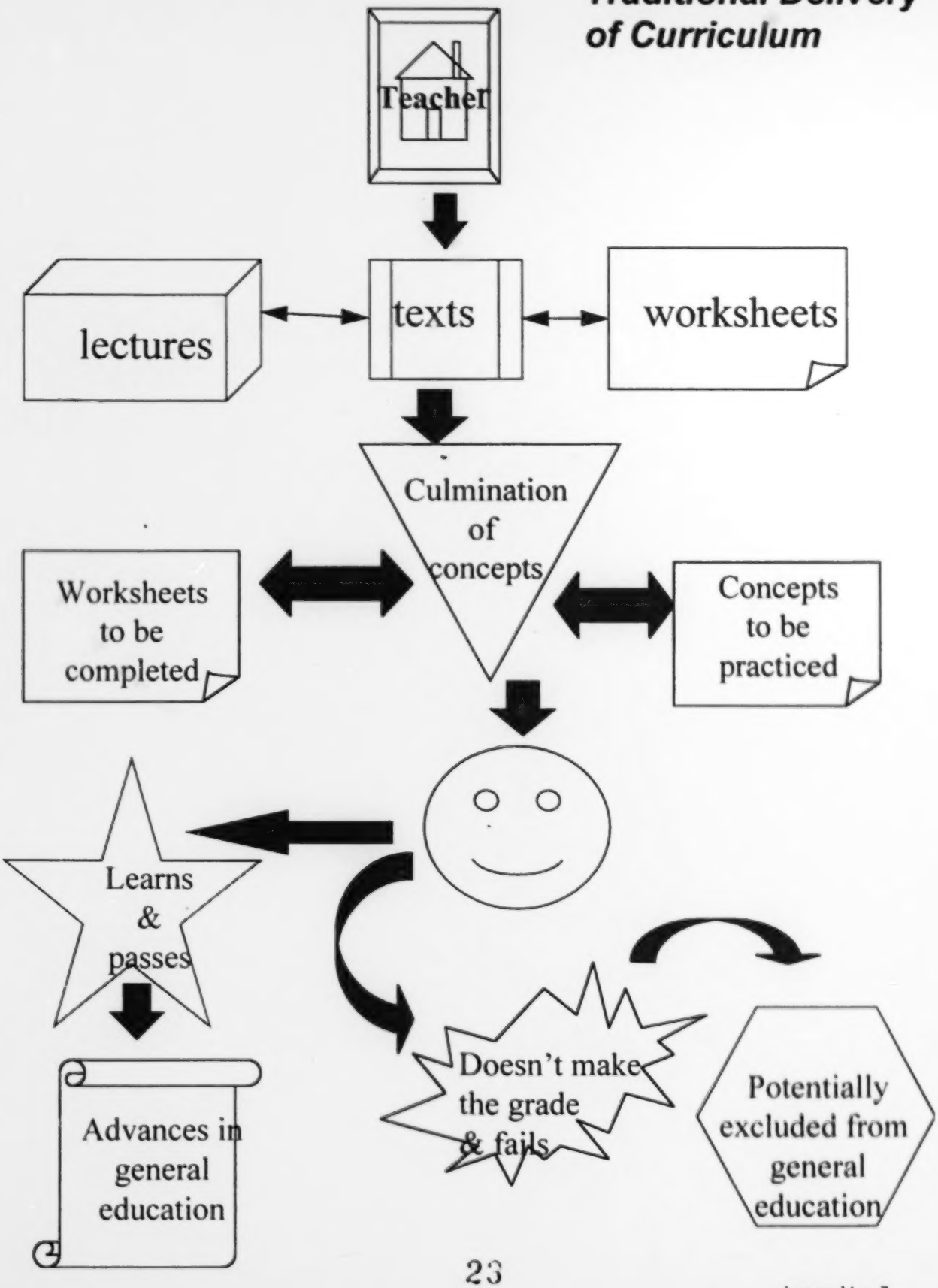
traditional holistic schemata.ppt

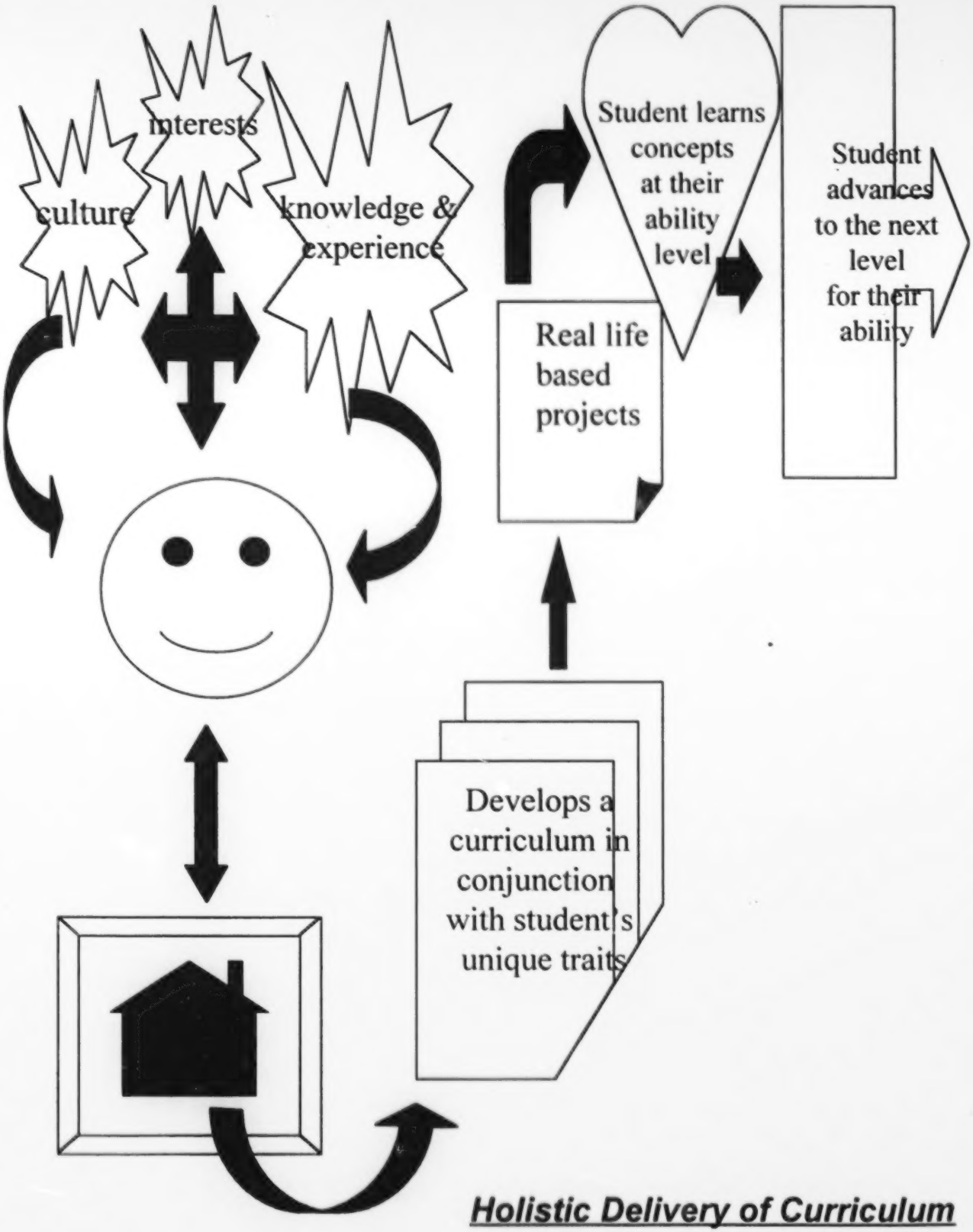
2. What do you think some of the pros and cons of each are.

I believe that the positives of a Traditional Delivery of Curriculum are demonstrated in a student's ability to master the curriculum as it is delivered. It also demonstrates a competency in specified areas that may be integral to a student's chosen career path. The down side to this model is that it is a very narrow view of competency and doesn't consider other abilities that a student may have. By making the determination as to whether or not a student passes or fails based on their ability to comprehend a specific set of criteria, can have far reaching effects on self esteem, the desire to persevere and the effort to achieve. Ultimately a student's potential may be adversely affected.

The positives of a Holistic, Constructivist Perspective is apparent in the way that the 'whole' student is considered when curriculum is developed. By gaining a better understanding of all that a student brings to the classroom, such as their inherent qualities, their evolving interests and experiences, the likelihood of success increases and a student's self esteem remains intact. By accepting a student's efforts which are congruent with their ability, the possibility of maximizing their potential exists. The 'real life' exposure that is incorporated in this model's curriculum, is a reality based preparation that enables a student to see themselves as belonging to a larger system of events. The downside to this method is that it is wonderful in principal but may be somewhat idealistic in reality. So much depends on the commitment and impartiality of the teacher / facilitator in order for this method to be successful. Even in this system the possibility exists for a student to feel excluded or inadequate in comparison to their classmates who may be functioning at a more advanced level and whose development may be more apparent.

Traditional Delivery of Curriculum




interests
culture
knowledge & experience
Student learns concepts at their ability level
Student advances to the next level for their ability
Real life based projects
Develops a curriculum in conjunction with student's unique traits

Holistic Delivery of Curriculum

Week #5

Created By: Ruth Joseph on 11/19/97 at 09:53 PM
Category: Miscellaneous

Readings:

Stainback & Stainback Chapter 6

Often times, students with learning differences are in need of services from individuals or discipline (i.e., physical and occupational therapy), other than the classroom teacher or special education teacher. The individuals or specialists delivering services, may be but are not limited to, a physical therapist, an occupational therapist, a speech and language pathologist, a vision/mobility specialist, an interpreter of sign language, a music therapist, a psychologist, a guidance counselor, or a reading specialist.

Support can take many forms. The authors offer definitions of real support and intended support. They discuss what support means and what it doesn't mean. They discuss types of support and who decides how much support should be given. A message the authors send is that disciplines overlap and because one is an expert in an area or field, does not mean that individual must provide the support. And, they are not the only "experts" in that area. Others can have experience and knowledge of a discipline, even if it is not their area of expertise.

Historically and presently these special services are most often delivered, outside of the classroom, on an individual or small group basis. Students are often removed from classroom activities. Depending upon the specialists schedule, students can be removed from important activities such as reading and math. This often puts the student further behind in the curriculum than they may already be due to their learning differences.

Support services can be delivered in the classroom to avoid "exclusion" of students. Based on what is discussed in chapter 6, please consider each of the following areas of expertise and discuss 3 ways you think that person can be a support in the classroom and how a student may receive services in the classroom. Please follow the set-up below when brainstorming possible solutions. An example is also provided. A blank table for you to copy is provided in the Week 5 topic in the discussion area.

[redacted]

BEST COPY AVAILABLE

Speech & Language Pathologist	Co-teach a class with the classroom teacher for a designated activity which might include new vocabulary or language		
Occupational Therapist			
Physical Therapist			
Vision/Mobility Specialist			
Reading Specialist			

Share these with each other and comment on each others ideas. Provide positive comments to each other and ask any questions may you have about any of the activities.

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Week #5 Response

Sharon Bailey on 01/11 at 12:43 PM

Discipline	Activity #1	Activity #2	Activity #3
Speech & Language Pathologist	Co-teach a non-verbal communication exercise, i.e sign language. The entire class can be involved in the initial educating that the designated student will be receiving.	Develop or assist with active listening exercises that may simplify or alleviate communication difficulties. The student benefits from the enhanced communication abilities of the teacher and classmates	Assist with the integration of alternative learning mediums to communicate, i.e computer, learning symbols on a communication board, that a student may require.
Occupational Therapist	Assist with Activities of Daily Living programs, i.e preparing lunch. This can be specific to a student as well as a group activity for the class.	Developing a time management program for the class in conjunction with the teacher that the student and the whole class can benefit from.	Conduct pre and post evaluations to assess programming effectiveness in order to make adjustments for the student, but may also benefit the class.
Physical Therapist	Involvement in the physical education program to develop alternative methods that the student can gain similar benefits to the class through physical exercise.	Defining the parameters around normalcy and areas of concern in regards to a student's mobility. Student can then be assisted in maximizing their abilility.	How body parts work together for mobility can be integrated into a class exercise where a student is being assisted with hand control exercises for example.

Vision/Mobility Specialist	A functional assessment of manouvering around the school, i.e areas of concern such as stairs. A student may be encouraged to participate in class changes with their classmates.	Providing information on visual aids and assisting with the set up of same, i.e recorded texts for a student.	Assessing visual requirements in the classroom. May involve seating arrangements, lighting, that may enhance a student's learning ability.
Reading Specialist	Assist with developing reading programs specific to a student's area of concern, i.e student may be dyslexic and require additional instruction.	Introducing alternative methods such as recorded materials that will be utilized by the student and possibly by other classmates.	Assisting peers to be helpers to the student who requires additional reading assistance.

Response to Sharon Bailey Week #5

Wendie P. Warren on 02/03 at 03:53 PM

Hello Sharon,
I found your response to week 5 to be very thorough; however, what most struck my mind was your suggestion that a speech pathologist can aid all students by helping them to develop listening skills. This I find a definite need for all students to acquire, especially the type of children that we teach today. I would also like to address your suggestion that visual mobility specialist can help students with the visual requirements in the classroom. This is one aspect that the visual/ mobility specialist definitely assisted me with when I had a student with a visual impairment in my classroom. Her hints were very helpful and helped me to fix things in my class that I may have overlooked, like judging exactly where the sun was going to hit at various times of day, writing in white chalk on a blackboard as opposed to coloured chalk and even trying to ensure that we played with a dark coloured ball during games.
Once again, thanks for sharing your input I look forward to hearing from you again.
Yours truly,
Wendie Warren